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AUTHOR Alvarez, Adoracion A.; And Others
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ABSTRACT

The guide lists program objectives for the social studies curriculum used at the Kendall Demonstration Elementary School (KDES) with deaf and hearing impaired students. Terminal objectives are listed, and teachers are encouraged to supplement them with sub-objectives and activities. Objectives are said to cover preschool through middle school levels. Five basic areas of social studies are addressed (sample subtopics in parentheses): geography (map skills, climate/weather, transportation, ecology); sociology/anthropology (family, communities, social development, cultural diversity); economics (career education, production, monetary system); history; and political science (citizenship, rules and laws, government). An evaluation report reviews findings regarding the curriculum's scholarship, usefulness, equity, communicability, appeal, and overall quality. (CL)

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Program Objectives for Social Studies

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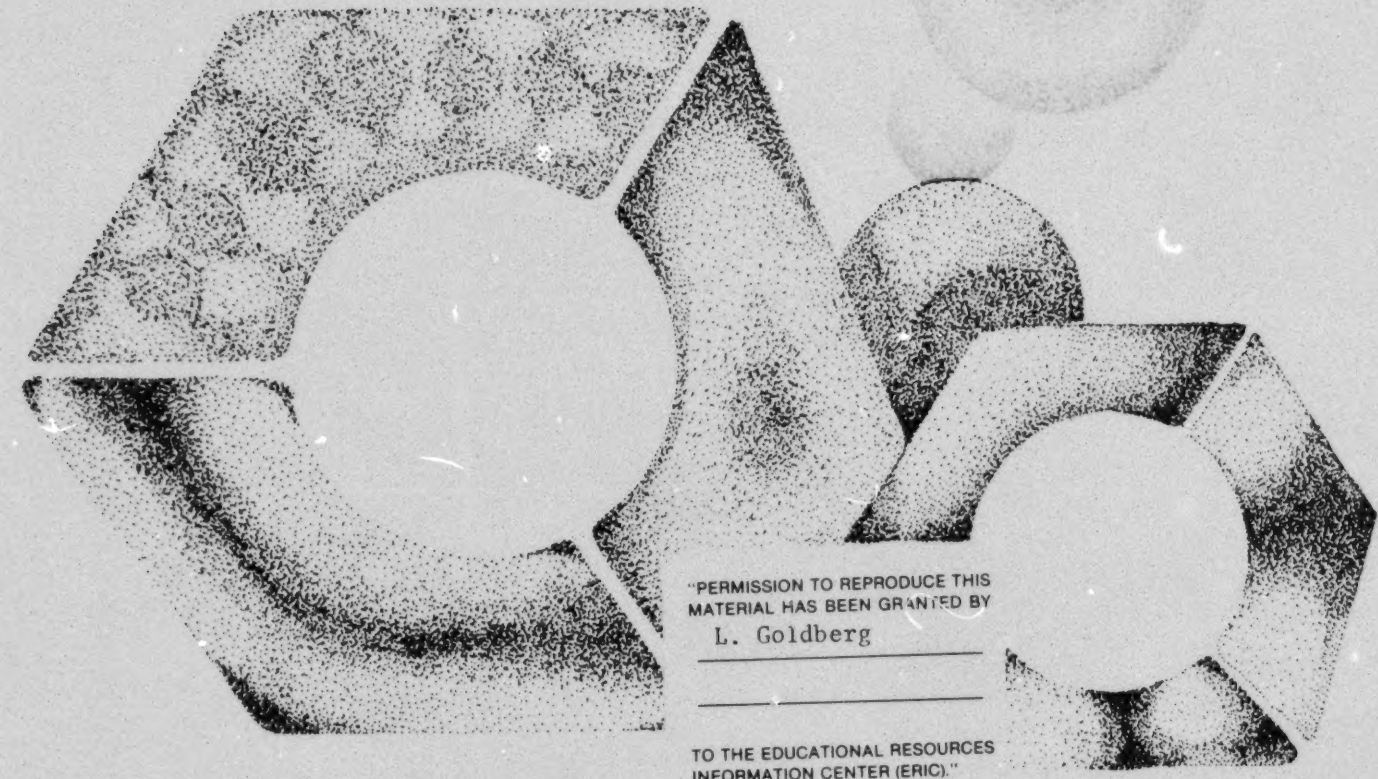

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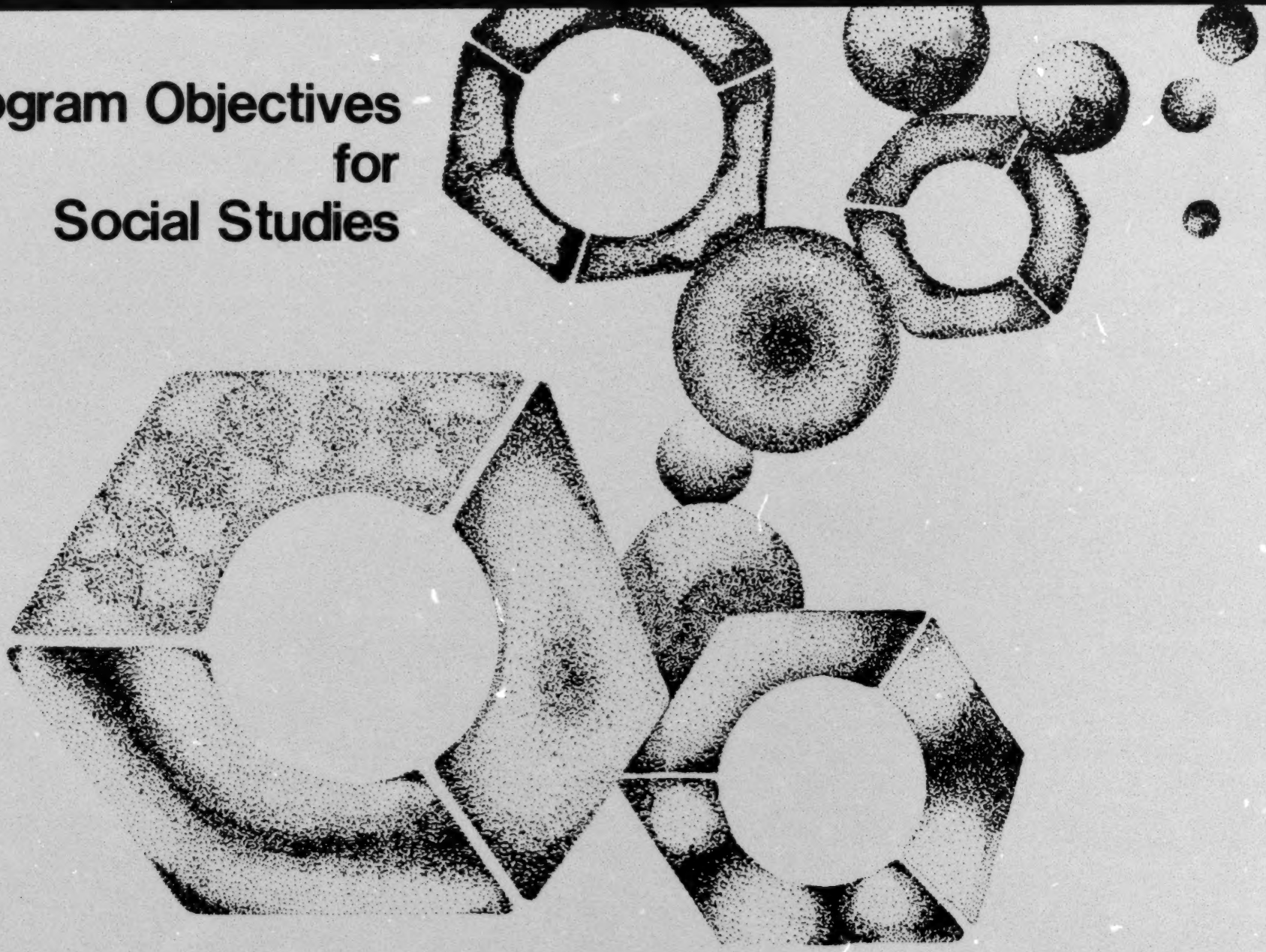

Kendall Demonstration Elementary School
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INTRODUCTION

PROGRAM OBJECTIVES FOR SOCIAL STUDIES

Kendall Demonstration Elementary School defines curriculum as the total of all the educational experiences offered to a child whether they occur inside or outside the school. This document represents the program objectives for Social Studies currently in use at KDES. The statement of materials used with these objectives is limited to certain commercially available texts or programs that have been found from experience to be appropriate for KDES students. As further development of the curriculum occurs, specific learning activities and materials will be added that are designed to help students achieve specific program objectives.

Because learning activities and materials have not been added to the program objectives, formal evaluation of the program utilizing achievement data, has not been conducted. However, evaluation data that has been gathered, analyzed, and used to make revisions is reported at the end of this document. More formal evaluations will be undertaken as the program develops.

These Social Studies Program Objectives have been written to assist students in becoming responsible citizens through the development of an awareness of self, an awareness of others, and an awareness of the community. The development of awareness in these areas will be implemented through the use of these objectives. These Social Studies Program Objectives consists of five major areas and their components: Geography, Sociology/Anthropology, Economics, Political Science, and History.

The objectives are grouped into four major clusters. The clusters are designed for students working on different levels: Cluster 1 - Preschool (about ages 0 - 4); Cluster 2 - Primary (about ages 5 - 9); Cluster 3 - Elementary (about 9 - 12); and Cluster 4 - Middle School (about ages 13 - 15). Ideally, when a student has completed the objectives in a given cluster, he or she should move on to the next cluster regardless of age or department. Each cluster and its objectives will be found on the network chart.

The objectives are terminal objectives and must be supplemented with sub-objectives and activities. In developing a unit, the teacher should combine objectives from appropriate major categories in order to create a cohesive, interrelated course of study. Each of the five major areas should be studied during the year.

This document is designed to provide the teacher with maximum flexibility. Therefore, specific regions, cultures, and racial groups have not been identified in order that the teacher may focus on those most appropriate for his or her situation and population.

Language development is a vital component of the Social Studies Program. Objectives stating that the child will "name," "tell," "state," "define," or "explain," can be accomplished "through-the-air" or in writing with or without visual stimuli (e.g., pictures, charts), depending on the level of the child.

The Allyn and Bacon Social Studies series Concepts and Inquiry is one of the series currently being used in our program. Supplemental materials and textbooks are used when necessary to meet the Social Studies objectives.

The following individuals served on a committee during the Summer of 1978 to revise the Social Studies Program Objectives:

Adoracion A. Alvarez
Oregon State School for the Deaf
Salem, Oregon

Charlotte N. Church
Kendall Demonstration Elementary School
Washington, D.C.

Karen A. Deville
Louisiana State School for the Deaf
Baton Rouge, Louisiana

Sara E. Gillespie
Kendall Demonstration Elementary School
Washington, D.C.

B. Robert Gonzales
University of Northern Colorado - Special Education
Greeley, Colorado

Julia K. Stovall
Kendall Demonstration Elementary School
Washington, D.C.

GEOGRAPHY

Map Skills

____MS1 Locate objects in the classroom.

____MS2 Replicate the classroom using doll furniture.

____MS3 Match a pictorial symbol to a specific object.

____MS4 Make a simple 3-D map using various materials (e.g., papier-mache, clay).

____MS5 Show basic routes in the classroom and in the immediate environment (e.g., paper footprints to the bathroom).

____MS6 On a drawn map of the classroom, locate objects in the classroom.

____MS7 Draw a map of the classroom.

____MS8 On a drawn map of the inside of the school, locate various areas in the school (e.g., bathroom, lunchroom).

____MS9 Match pictorial symbols on a map with the familiar real objects they represent.

____MS10 Demonstrate ability to follow routes on a map drawn of the classroom and building.

____MS11 Locate street, home and other features on a map of own neighborhood.

____MS12 Draw a map of own neighborhood and label home and street.

____MS13 Locate the globe of the earth in the classroom.

____MS14 Match the color symbols and the physical features on a map (e.g., mountains, water, forest, desert, farms, parks).

GEOGRAPHY

Map Skills

____ MS15 Demonstrate awareness that the Earth and its shape are represented by the globe.

____ MS16 Point out land, water, and the U.S. on a globe of the Earth.

____ MS17 Point out the directional symbol on a map (compass rose or other).

____ MS18 Use the directional symbol to locate North, South, East and West.

____ MS19 Using a compass, locate north, south, east, west indoors and outdoors.

____ MS20 On a map, locate the map key.

____ MS21 Using a map key, label the symbols on the map.

____ MS22 Make a color-coded map key for map.

____ MS23 Make a (group) 3-D map, map key, and directional symbol of the area around the school (expand area as needed).

____ MS24 Make a map, map key, and directional symbol of own neighborhood.

____ MS25 Locate his/her city on a map of the United States.

____ MS26 Locate his/her state on a map of the United States.

____ MS27 Locate his/her street and residence on a city map.

____ MS28 Demonstrate ability to follow routes on a map of an unfamiliar area and locate items (treasure hunt).

____ MS29 Locate and name the oceans and continents on a globe and on a flat map.

GEOGRAPHY

Map Skills

_____MS30 Point out boundaries and coastlines on a political map and on a globe.

_____MS31 Locate, name and relate to hot/cold weather the North and South Poles and the Equator on a globe.

_____MS32 Locate and name the Northern and Southern Hemispheres on a globe and on a world map.

_____MS33 Locate major U.S. cities on a U.S. map and on a globe.

_____MS34 Locate and name other cardinal directions: N.E., S.W., N.W., etc. on a map and in the environment.

_____MS35 Distinguish on a map basic physical features: landforms (e.g., forests, deserts, mountains); water bodies (e.g., lakes, ponds, rivers, streams, oceans).

_____MS36 Distinguish on a map other land forms around the world: island, peninsula, etc.

_____MS37 Distinguish on a map other waterways around the world: bay, inlet, gulf, sea, etc.

_____MS38 Distinguish among different kinds of maps (e.g., aerial, vegetation, transportation).

_____MS39 Locate major cities around the world on a map.

_____MS40 On a map distinguish between cities and capital cities.

_____MS41 Locate on a map the capital cities of various countries.

_____MS42 Locate and label on a map major landform regions around the world (e.g., desert, jungle, plains, mountains).

_____MS43 Locate and label countries around the world on a map.

GEOGRAPHY

Map Skills

_____MS44 Demonstrate an awareness of differences in time around the world.

_____MS45 Write the names of the states in the U.S. on a blank political U.S. map.

_____MS46 Write the names of the U.S. state capitals on a blank political U.S. map.

_____MS47 Locate and label major time zones in a U.S. map.

_____MS48 On a map, locate the major regions of the U.S. and the states in each.

_____MS49 Locate and label the major landforms and waterways of the regions of the U.S.

_____MS50 Distinguish among the uses of lines of longitude and latitude.

_____MS51 Point out other major areas on a globe (e.g., Tropic of Cancer, Tropic of Capricorn, Arctic Circle).

_____MS52 Plot locations on a map using lines of longitude and latitude.

_____MS53 Use the scale on a map to compute the distance between two points.

_____MS54 Draw a map to a given scale.

_____MS55 Use different kinds of maps to gain specific information (e.g., weather, vegetation, resource, population).

_____MS56 Plot routes on a map to a given location.

GEOGRAPHY

Geographical Regions

_____GR1 Distinguish between a city and a farm.

_____GR2 Name common items found in a city or on a farm.

_____GR3 Classify terms and/or items according to city or farm: barn-farm, zoo-city, etc.

_____GR4 Classify activities appropriate to different areas (e.g., city, farm).

_____GR5 Classify own neighborhood as to city or farm.

_____GR6 Classify activities appropriate to different geographical regions (e.g., deserts, mountains, plains, forests).

_____GR7 Demonstrate an awareness of the components of a "geographical region."

_____GR8 Use terms appropriately: area, country (U.S. and rural), city, farm, state, community, etc.

_____GR9 Locate and label various regions of his/her city.

_____GR10 Locate various counties of his/her state.

_____GR11 Locate the regions of the United States.

_____*GR12 Beginning with his/her own region, identify, describe, and discuss the "Mid-Atlantic" region of the United States (geography, industry, and lifestyle).

_____*GR13 Identify, describe, and discuss the "Northeast" region of the United States (geography, industry, and lifestyle).

* The descriptive term used for the various regions of the United States varies depending on text used and/or teacher preference.

GEOGRAPHY

Geographical Regions

____*GR14 Identify, describe, and discuss the "South" region of the United States (geography, industry, and lifestyle).

____*GR15 Identify, describe, and discuss the "Mid-West" region of the United States (geography, industry, and lifestyle).

____*GR16 Identify, describe, and discuss the "Southwest" region of the United States (geography, industry, and lifestyle).

____*GR17 Identify, describe, and discuss the "West" region of the United States (geography, industry, and lifestyle).

____*GR18 Identify, describe, and discuss the "Northwest" region of the United States (geography, industry, and lifestyle).

____GR19 Identify, describe, and discuss selected countries of the world. (The selection should be representative of each continent and its racial composition).

NOTE: There are no objectives listed for Cluster 4 Geographical Regions.

* The descriptive term used for the various regions of the United States varies depending on text used and/or teacher preference.

Natural Resources

____NR1 Using pictures or objects, name: water, land, plants (e.g., trees, grass, food), sand, rock, dirt, animals.

GEOGRAPHY

Natural Resources

____NR2 Distinguish/classify between wet and dry; land and water.

____NR3 Recognize and name common physical features (e.g., mountains, lakes, oceans, woods).

____NR4 Recognize (signed, spoken, and/or written) terms: coal, electricity, oil, gas, minerals, desert, dams, swamp, etc.

____NR5 Name the purposes for which people use natural resources (e.g., trees used for wood, paper).

____NR6 Name and illustrate the various land uses (e.g., farming, mining).

____NR7 Demonstrate concern for natural things (e.g., plants, animals, water and land) in his/her environment.

____NR8 Name natural resources in the city.

____NR9 Name natural resources in the state.

____NR10 Name natural resources in the country.

____NR11 Name natural resources in the world.

____NR12 List and discuss our dependence on natural resources.

____NR13 Describe our use and misuse of natural resources.

____NR14 Identify and describe the balance of nature.

____NR15 List endangered species and indicate why they are endangered.

____NR16 State selected government regulations concerning natural resources.

GEOGRAPHY

Natural Resources

____NR17 List selected agencies concerned with natural resources.

____NR18 Describe and discuss the citizen's responsibility regarding natural resources.

____NR19 Discuss the interdependence of regions around the world concerning the use of natural resources.

Climate/Weather

____CW1 Name basic weather terms: hot, cold, rain, sun, snow, wind, fog, ice, etc.

____CW2 Name other weather terms: cloudy, warm, cool, windy, sunny, foggy, rainy, snowy, icy, etc.

____CW3 Describe daily weather conditions.

____CW4 Pick out appropriate clothing (umbrella, etc.) for weather conditions.

____CW5 Name and describe seasons: summer and winter.

____CW6 Name more weather terms: storm, thunder, lightning, chilly, hail, tornado, hurricane, blizzard, etc.

____CW7 Describe and record daily weather conditions.

____CW8 Name and describe summer, winter, spring and fall (autumn).

____CW9 Name and choose appropriate clothing for seasons.

____CW10 Name and choose appropriate clothing for seasonal activities (skiing, swimming, etc.).

GEOGRAPHY

Climate/Weather

_____CW11 Point out and locate days, weeks, months, and year on a calendar.

_____CW12 Match months of the year to their corresponding seasons.

_____CW13 Give simple definition of climatic terms: climate, tropic, humid, arid, arctic, moisture, etc.

_____CW14 Describe the climate at the North and South Poles and at the Equator.

_____CW15 Describe climatic conditions of various landforms (e.g., desert, arid).

_____CW16 Describe how climate influences the lifestyle of people in the various landforms.

_____CW17 Describe the climate in different regions of the world.

_____CW18 Describe the climate in different regions of the U.S.

_____CW19 Describe climatic changes that have occurred in the world (e.g., glaciers, Ice Age).

Transportation

_____TR1 Demonstrate means of moving self: walking, running, skipping, hopping, crawling, jumping, climbing, etc.

_____TR2 Shown means of transportation; name car, bus, train, truck, airplane, bicycle/bike, boat, etc.

_____TR3 Classify transportation vehicles as to use on land, water, or air.

_____TR4 Name other means of transportation: wagon, motorcycle, horse, helicopter, subway, skateboard, taxi, ambulance, truck, police car, service trucks (fire, garbage, dump, pick-up, semi, etc.).

GEOGRAPHY

Transportation

_____TR5 Name parts of vehicles (door, wheel, tire, handle, trunk, etc.).

_____TR6 Respond appropriately to basic traffic symbols: red and green lights, stop sign, etc.

_____TR7 Name and pick out examples of transportation terms: road, street, corner, driveway, bridge, curb, sidewalk, etc.

_____TR8 Demonstrate basic safety rules related to transportation.

_____TR9 Classify vehicles according to type (e.g., automobiles: station wagon, van, car, racing: boats: ship, canoe, tugboat, sailboat, submarine).

_____TR10 Demonstrate an awareness that some transportation costs money.

_____TR11 Describe functions of various vehicles: bus: carry people; truck: carry people; truck: carry different kinds of goods and services, etc.

_____TR12 Select symbols associated with various forms of transportation: bus stop, subway sign, pedestrian crosswalk, traffic signs, etc.

_____TR13 Demonstrate safety habits when using transportation (use seat belt, etc.).

_____TR14 Name transportation drivers and workers: bus driver, train conductor, captain, pilot, etc.

_____TR15 Describe transportation used long ago: covered wagon, horse, steamboat, etc.

_____TR16 Describe systems of transportation in the community.

_____TR17 Contrast advantages and disadvantages of different transportation systems.

_____TR18 Demonstrate the procedures of transportation use (buying a ticket, etc.).

GEOGRAPHY

Transportation

_____TR19 Pick out the symbols associated with different transportation routes.

_____TR20 Indicate transportation routes to different locations in the city.

_____TR21 Indicate transportation routes to different locations in the state.

_____TR22 Indicate transportation routes to different locations in the U.S.

_____TR23 Indicate different transportation routes to different parts of the world.

_____TR24 Demonstrate the use of timetables and schedules for different means of transportation.

_____TR25 Arrange various kinds of transportation in chronological order.

_____TR26 Compare and contrast transportation past and present.

_____TR27 Predict and design possible future trends in transportation (rockets, shuttles, etc.).

Ecology

_____EC1 Name terms: clean, dirty, etc.

_____EC2 Point out receptacles used for waste (wastebasket, toilet, etc.).

_____EC3 Show responsibility for cleaning up the environment (e.g., classroom, playground, home).

_____EC4 Name ecological terms: litter, litterbug, pollution, pitch in, garbage, garbage can, noise, smoke.

_____EC5 Demonstrate concern for the cleanliness of his/her environment.

GEOGRAPHY

Ecology

_____EC6 Classify types of pollution (e.g., air, water, land, noise).

_____EC7 Demonstrate awareness of and participation in ecological activities (recycling, clean up campaigns, etc.).

_____EC8 Name and describe other ecological terms: recycle, sewage, purify, ecology, disposal, filtration, erosion.

_____EC9 Describe means of sewage and waste disposal in own community.

_____EC10 Describe water filtration.

_____EC11 List and describe the different forms of pollution.

_____EC12 Describe the causes and prevention of different forms of pollution.

_____EC13 Name and describe forms of erosion.

_____EC14 Describe the causes and prevention of different forms of erosion.

_____EC15 List ways the individual can help solve ecological problems.

_____EC16 Define the term "overpopulation" and discuss its effects worldwide.

_____EC17 Name and describe one organization concerned with ecology.

_____EC18 Name and describe one organization concerned with overpopulation.

SOCIOLOGY/ANTHROPOLOGY

Family

____FA1 Name family members: mother, father, sister, brother, baby.

____FA2 Identify family members by name (name sign).

____FA3 Name other family members: grandparents, uncle, aunt, cousin.

____FA4 Describe roles: family activities in the home.

____FA5 State the place where he/she lives is home.

____FA6 Name rooms in the home.

____FA7 Tell uses of major rooms.

____FA8 Demonstrate responsibility for own room's appearance.

____FA9 Name basic pieces of furniture, utensils, and appliances in the home.

____FA10 Classify furniture, utensils, and appliances according to room.

____FA11 Name foods that he/she eats or drinks.

____FA12 Name some foods in each basic food group.

____FA13 Demonstrate basic manners in the home and at school (respect for others).

____FA14 Name basic articles of clothing: shirt, pants, shoes, socks, coat, dress, etc.

____FA15 Demonstrate responsibility for care of clothing.

____FA16 Describe occupations of various family members.

SOCIOLOGY/ANTHROPOLOGY

Family

____FA17 Describe activities that families do outside the home.

____FA18 Describe differences in families: size, composition, lifestyles, etc.

____FA19 Describe how his/her families change and grow.

____FA20 Describe how family members need and help each other.

____FA21 Name types of homes families live in: house, townhouse, apartment, etc.

____FA22 Demonstrate an awareness that different families eat different types of food.

____FA23 Name basic eating times.

____FA24 List foods appropriate to each meal.

____FA25 Name parts of clothing: zipper, button, cuff, collar, buttonhole, snap, etc.

____FA26 Classify clothing appropriate to activities (attire for a restaurant, play, school, etc.).

____FA27 Define the terms: single, married, separated, divorced, widowed, etc.

____FA28 Describe changes which may result in the family structure due to birth, death, separation, divorce and remarriage.

____FA29 Discuss adoption and foster parenthood.

____FA30 Describe some of the factors associated with divorce, separation, and widowhood.

____FA31 Discuss the concepts: cohabitation, monogamy, polygamy, common-law and group marriage.

SOCIOLOGY/ANTHROPOLOGY

Family

_____FA32 Discuss the factors involved in family planning.

_____FA33 Demonstrate an awareness of components of different lifestyles (e.g., financial, legal, psychological, religious, medical, cultural, sexual).

Communities

_____C01 Recognize own teacher and find classroom.

_____C02 Name helpers in the school: teacher, nurse, etc.

_____C03 Demonstrate awareness of daily routines in the classroom.

_____C04 Name furniture used in the school.

_____C05 Demonstrate acceptable safety habits in school.

_____C06 Differentiate between home and school.

_____C07 Demonstrate awareness of school as place where one learns, works and plays.

_____C08 Name buildings in own neighborhood.

_____C09 Tell the function of buildings in own neighborhood.

_____C010 Name major buildings in own community.

_____C011 Describe the function of major buildings in own community.

_____C012 Classify areas used for different activities in the community (e.g., parks, pools, dumps).

SOCIOLOGY/ANTHROPOLOGY

Communities

_____C013 List public services in own community.

_____C014 Describe changes in own neighborhood.

_____C015 Classify and describe areas in the city: residential, commercial, recreational and industrial.

_____C016 Describe urban life.

_____C017 Describe rural life.

_____C018 Describe suburban life.

_____C019 Describe small town life.

_____C020 List private services in the above communities.

_____C021 Compare and contrast lifestyles in the above communities.

_____C022 Compare and contrast changes in the above communities over time (e.g., population shifts, industrial growth).

_____C023 Describe interdependence among communities.

_____C024 Differentiate urban, rural, surburban and small town communities around the world.

_____C025 Compare and contrast the four types of communities in the U.S. and in the world.

_____C026 Describe problems present in own community.

_____C027 Describe problems present in other communities.

SOCIOLOGY/ANTHROPOLOGY

Communities

_____CO28 Tell a short history of own community.

_____CO29 Describe life in a historical community (e.g., Williamsburg, Georgetown, Anacostia, Mount Vernon).

Social Development

_____SD1 Recognize own name (name sign).

_____SD2 Read first name in print.

_____SD3 Classify self as boy or girl.

_____SD4 State own age.

_____SD5 State month of own birthday.

_____SD6 Name and act out basic emotions: happy, sad, cry, afraid, angry, mad, OK, tired, sleepy, sick.

_____SD7 Demonstrate beginning appropriate social behavior (e.g., taking turns, sharing).

_____SD8 Distinguish between work and play activities.

_____SD9 Read and write first, middle, and last name in print.

_____SD10 Write home address (e.g., number, street, city, state, zip code, and country) and telephone number.

_____SD11 State month, day and year of birthday.

_____SD12 State place of birth.

SOCIOLOGY/ANTHROPOLOGY

Social Development

_____SD13 Tell similarities and differences between self and others.

_____SD14 Name and distinguish between other emotions: pride, jealousy, embarrassment, excitement, frustration.

_____SD15 Demonstrate acceptable ways of dealing with basic emotions.

_____SD16 Describe characteristics of a good friend.

_____SD17 Demonstrate acceptable group participation.

_____SD18 List activities that provide personal pleasure.

_____SD19 Use leisure time appropriately.

_____SD20 Demonstrate ability to work and play independently.

_____SD21 Role play and tell means of protecting self in social situations (e.g., taking turns, sharing, don't get into a strange car).

_____SD22 Name terms: independence, guilt, inferiority, hostility, trust, affection, maturity, immaturity.

_____SD23 Participate in small group discussions of ways to deal with own emotions and changes in physical development.

_____SD24 Define and discuss terms: heterosexuality and homosexuality.

_____SD25 Participate in a small group discussion of attitudes related to masturbation.

_____SD26 Participate in small group discussions of male/female relationships (friendship).

SOCIOLOGY/ANTHROPOLOGY

Social Development

_____SD27 Participate in a small group discussion of dating relationships (e.g., double-dating, car dating, petting, intercourse).

_____SD28 Participate in a small group discussion of rape and other forms of sexual abuse.

_____SD29 Tell the consequences of various forms of crime.

_____SD30 Define drug abuse.

_____SD31 List drugs and their effects: smoking, pills, sniffing, pot, alcohol, etc.

_____SD32 Participate in a small group discussion on drug use.

_____SD33 Participate in small group discussions of adolescent behavior (e.g., "adolescent identity crisis." peer relations).

_____SD34 Describe various adult lifestyle choices: marriage, being single, career.

_____SD35 Describe the responsibilities of marriage and parenthood.

_____SD36 Participate in small group discussions on present social problems related to drugs, alcoholism, VD and deviant behavior.

Communication

_____CM1 Name communication terms: talk, telephone, listen, TV, TTY, radio, record player, singing, hearing aid, drawing, writing, acting, books, pictures, newspaper, magazine, etc.

_____CM2 Express needs and wants in appropriate communication mode.

_____CM3 Demonstrate basic receptive ability (e.g., following directions, listening).

SOCIOLOGY/ANTHROPOLOGY

Communication

_____CM4 Recognize basic symbols: stop, exit, poison, man, woman (as in bathroom), red flashing light, hospital, ambulance, etc.

_____CM5 Name communication terms: overhead projector, movie and filmstrip projector, typewriter, CB, etc.

_____CM6 Demonstrate skill in using different forms of media (e.g., TTY, typewriter, telephone book).

_____CM7 Distinguish among different modes of communication (language): ASL, Signed English, spoken language, etc.

_____CM8 Use different modes of non-verbal communication appropriately: mime, acting, etc.

_____CM9 Name different modes of printed communication (pictures, letters, books, etc.).

_____CM10 Name different modes of audio-visual communication (e.g., movies, radio, TV, captioned films).

_____CM11 Describe means of communication in the past and present (e.g., telegraph, smoke signals, TV).

_____CM12 Recognize other symbols: SOS, No Trespassing, Exit, Entrance, etc.

_____CM13 Describe other forms of communication: satellites, TV, radio waves, etc.

_____CM14 Define "mass media."

_____CM15 Compare advantages and disadvantages of different means of communication.

_____CM16 List some inventions in the field of communication.

_____CM17 Participate in a discussion of deafness and media.

_____CM18 Tell a simple history of sign language.

SOCIOLOGY/ANTHROPOLOGY

Communication

_____CM19 Describe technological advances in the field of communication.

Cultural Diversity

_____CD1 Distinguish similarities and differences in people (e.g., short, tall, colors of clothes, eyes, hair).

_____CD2 Demonstrate awareness of different cultures (e.g., games, songs, food, clothing).

_____CD3 Describe cultural differences among families in the community (e.g., religion, holidays, food, clothing, homes, lifestyles).

_____CD4 Describe cultural differences among families around the world.

_____CD5 Distinguish different racial groups.

_____CD6 Recognize there are language differences among people around the world.

_____CD7 Compare cultural groups in the community.

_____CD8 Describe how different cultural groups influence each other in the community.

_____CD9 Compare cultural groups in the state and/or nation.

_____CD10 Compare selected cultural groups in the world. (The selection should be representative of all racial groups, e.g., African cultures, Oriental cultures, Australian Aboriginal cultures, Eskimo cultures, Mexican cultures).

_____CD11 Define minority.

SOCIOLOGY/ANTHROPOLOGY

Cultural Diversity

_____CD12 Identify minority groups in the school.

_____CD13 List minority groups in the community and the U.S.

_____CD14 Describe problems of minority groups.

_____CD15 Describe the influence and contributions of minority groups in the U.S.

_____CD16 Describe cultural changes brought about by modern technology.

ECONOMICS

Career Education

_____CE1 Demonstrate good work habits.

_____CE2 Role play different kinds of work: cleaning, cooking, sewing, fixing things, mowing, etc.

_____CE3 Name basic community workers: firefighter, doctor, nurse, police officer, mail carrier, etc.

_____CE4 Match tools and uniforms appropriate to community workers.

_____CE5 Demonstrate responsibility for completing assigned work.

_____CE6 Name workers who provide goods and services: beautician, janitor, waitress, clerk, factory worker, carpenter.

_____CE7 Match workers with their jobs (e.g., janitor/cleans bulidings).

_____CE8 List some reasons for working (e.g., money, helping, food, bills).

_____CE9 Describe basic skills needed for work (e.g., reading, writing, counting).

ECONOMICS

Career Education

_____CE10 List basic safety equipment in work (e.g., safety glasses, gloves, hard hat, fences).

_____CE11 Describe worker responsibilities related to job success (e.g., promptness, honesty).

_____CE12 Tell reasons why people lose their jobs.

_____CE13 Tell reasons why people change jobs.

_____CE14 Describe the skills and training necessary for various occupations.

_____CE15 Describe own responsibility in making plans for the future (e.g., further education, training).

_____CE16 Participate in a discussion of opportunities for hearing impaired workers.

_____CE17 Describe means of obtaining information about jobs of interest.

_____CE18 Name some occupations in different career clusters: health service, industrial, service, etc.

_____CE19 Compare salaries and benefits of different occupations.

_____CE20 State basic reasons why job specialization has evolved.

_____CE21 Describe how selected occupations have value to society.

_____CE22 Describe the relationship between economic factors and lifestyle.

_____CE23 Describe the interdependence of occupations in maintaining the community.

_____CE24 Demonstrate the ability to obtain information about jobs.

_____CE25 Demonstrate the ability to apply for a job: fill out applications, proper attire, interview techniques, etc.

_____CE26 Describe present trends in job specialization.

ECONOMICS

Monetary System

_____M01 Demonstrate awareness of money.

_____M02 Demonstrate awareness of the basic need for money.

_____M03 Name terms: store, money, buy.

_____M04 Buy things using play or real money.

_____M05 Name terms: buy, sell, bank, save, denominations of money, borrow, lend, price, cost, stealing, poor, rich, etc.

_____M06 Describe basic uses of money.

_____M07 Tell the prices of a selected group of items.

_____M08 Demonstrate the procedure for buying (e.g., take to cashier, wait for change).

_____M09 Compare prices of goods (e.g., car vs. house, ball vs. shoes).

_____M010 Demonstrate the basic procedures in selling.

_____M011 Demonstrate the basic procedures of borrowing and lending (money and goods).

_____M012 Tell reasons for saving.

_____M013 Compare the terms "rich" and "poor."

_____M014 State that different countries have different money.

_____M015 Give a short history of coins and bills.

_____M016 Define saving and spending; sources of income.

ECONOMICS

Monetary System

_____MO17 List various kinds of expenses.

_____MO18 Describe ways of saving.

_____MO19 Compare and contrast different monetary values of goods and services.

_____MO20 Demonstrate ability to use a savings account.

_____MO21 Describe banks and their functions.

_____MO22 Tell reasons why banks pay people for saving money.

_____MO23 Demonstrate ability to use a checking account.

_____MO24 List expenses related to home and self.

_____MO25 Tell reasons for budgeting.

_____MO26 Demonstrate ability to set up and maintain a simple household budget.

_____MO27 List types of taxes.

_____MO28 Give reasons for different types of taxes.

Production

_____PR1 Name general classroom tools and materials: scissors, pencils, paper, crayons, books, chalk, ruler, eraser, pencil sharpener, glue, art supplies, etc.

_____PR2 Demonstrate the use of tools and materials in different activities.

ECONOMICS

Production

_____PR3 Demonstrate basic safety habits in use of tools and materials.

_____PR4 Name basic construction materials: wood, brick, concrete, plastic, glass, steel, aluminum, ice, mud, skin, etc.

_____PR5 Name and act out use of basic construction tools: hammer, screwdriver, nails, saw, drill, pliers, power tools, sandpaper, etc.

_____PR6 Classify buildings as to material: wood, brick, concrete, plastic, glass, steel, aluminum, ice, mud, skin, etc.

_____PR7 Name the parts of a building: roof, walls, basement, attic, windows, etc.

_____PR8 Describe basic steps in building construction: foundation, walls, etc.

_____PR9 List different kinds of farms (e.g., dairy, beef, vegetable).

_____PR10 Name products from each kind of farm.

_____PR11 List other sources of food (e.g., forests, water, mountains, orchards, vineyards).

_____PR12 Name basic tools used in clothing production: sewing machine, needle, thread, scissors, etc.

_____PR13 Match basic materials to their sources: sheep - wool; worms - silk; plants - cotton; etc.

_____PR14 Define a factory as a place where products are made.

_____PR15 Describe different types of mines and their products (e.g., coal mine, copper mine, gold mine).

_____PR16 List uses of minerals (e.g., coal, copper, gold).

ECONOMICS

Production

____PR17 Name basic tools used in mining: helmet, lamp, pick, etc.

____PR18 Name the terms: raw material, production, manufacturing.

____PR19 Describe the processes of manufacturing (e.g., assembly line).

____PR20 Describe the basic steps from the food source to the consumer.

____PR21 Name basic materials clothes are made of (e.g., wool, cotton, basic synthetics).

____PR22 Describe the basic steps in making clothing.

____PR23 Describe the basic steps in fabric processing.

____PR24 Describe basic steps in mining.

____PR25 Describe basic steps in mineral processing (e.g., iron and oil).

____PR26 Describe the basic steps from the source of mineral processing to the consumer.

____PR27 Name other forms of industry: lumbering, fishing, tourism, etc.

____PR28 Give a short history of industrialization.

____PR29 Participate in a discussion of modern trends and products in manufacturing, production and industrialization.

ECONOMICS

Demand and Supply

_____DS1 Express needs and wants (e.g., food, toilet, love).

_____DS2 Express wishes for goods (e.g., candy, toys).

_____DS3 Share foods and classroom materials.

_____DS4 Describe a store as a place where you buy something.

_____DS5 Name different kinds of stores: department and specialty stores, shoe, grocery, clothing, book, etc.

_____DS6 Classify products according to type of store.

_____DS7 State basic human needs: food, clothing, shelter.

_____DS8 Classify articles as to need or want.

_____DS9 Classify as to goods and services.

_____DS10 Define terms: consumer and producer.

_____DS11 Classify roles consumers and producers.

_____DS12 Define barter and trade.

_____DS13 Tell reasons for trading: the process of supply and demand.

_____DS14 Describe the division of labor (assigned jobs).

_____DS15 Describe how the economies of rural and urban communities are interdependent (trade between communities).

_____DS16 Describe trade (buying and selling) between states.

ECONOMICS

Demand and Supply

_____DS17 Describe trade (buying and selling) among regions of the U.S.

_____DS18 Describe trade (buying and selling) among countries.

_____DS19 Define economic terms: economy, import, export, domestic trade, international trade, interstate, intrastate.

_____DS20 List major exports of the U.S.

_____DS21 List major imports of the U.S.

_____DS22 List major exports and imports of other countries (world markets).

_____DS23 Describe means of distribution of goods (e.g., ports, air transportation).

_____DS24 Describe supply and demand in terms of developed and underdeveloped countries.

_____DS25 Define advertising and explain its uses.

_____DS26 Describe the different types of advertising.

_____DS27 Describe the ways people are influenced by advertising.

POLITICAL SCIENCE

Citizenship

_____CI1 Demonstrate respect for self.

_____CI2 Demonstrate respect for others.

_____CI3 Demonstrate respect for property.

POLITICAL SCIENCE

Citizenship

_____CI4 Complete assigned responsibilities in the classroom and at home.

_____CI5 Complete responsibilities in the community (e.g., picking up litter).

_____CI6 Recognize the term "good citizen" and describe the characteristics of a good citizen.

_____CI7 Demonstrate good citizenship.

_____CI8 Identify terms: duty, allegiance, right, democratic, loyalty, freedom, etc.

_____CI9 Participate in a discussion of the duties and responsibilities an individual has to his/her country.

_____CI10 Participate in a discussion of the duties and responsibilities a country has to its citizens.

_____CI11 Describe some citizens' rights.

_____CI12 Participate in a discussion of citizenship and its implications for the individual and society.

_____CI13 Describe the process of becoming a U.S. citizen.

_____CI14 Name some citizen groups.

_____CI15 Compare human rights in the U.S. and in other countries.

_____CI16 State ways that groups have been oppressed in the U.S. and in the world.

POLITICAL SCIENCE

Rules and Laws

_____RL1 Name terms: good and bad; right and wrong; punish.

_____RL2 Obey the rules of the classroom.

_____RL3 Distinguish rules for homes, school and community.

_____RL4 List different sets of rules in home, school and community.

_____RL5 Distinguish between fairness and unfairness.

_____RL6 Tell consequence(s) of breaking a rule.

_____RL7 State some basic laws (e.g., traffic laws).

_____RL8 Classify rules and laws.

_____RL9 Tell reasons why we have rules and laws.

_____RL10 Name law enforcers (e.g., police officer, firefighter).

_____RL11 Name terms: ticket, speeding, arrest, jail, prison, court, jury, judge, crime, witness, etc.

_____RL12 Describe and/or role play appropriate behavior when dealing with law enforcers (behavior when approached by an officer and/or when one needs assistance).

_____RL13 Name the terms: just, unjust and injustice, and discuss these terms in relation to laws and rules.

_____RL14 State that laws can be changed.

_____RL15 Compare crimes and their consequences.

POLITICAL SCIENCE

Rules and Laws

_____RL16 Describe own responsibility for obeying and enforcing the law.

_____RL17 Name terms: election, representative, elect, ballot, vote, legislate, Congress.

_____RL18 Explain the function of a representative.

_____RL19 Name terms: president, vice president, senators, representatives, governor, mayor, city council, judges, jury, etc.

_____RL20 List various elected city officials and their functions.

_____RL21 List various elected state officials and their functions.

_____RL22 List various elected national officials and their functions.

_____RL23 Name some special interest groups and describe their influence on the legislative process.

_____RL24 Describe the basic legislative process (how a bill becomes a law).

_____RL25 Describe the process of changing the law.

_____RL26 Describe interesting laws written in the past.

Government

_____GT1 Demonstrate awareness of authority figures at home, school and in the community.

_____GT2 Name the authority figures in home, school and community (e.g., parents, teacher, police, president, mayor).

_____GT3 Demonstrate good leadership characteristics.

POLITICAL SCIENCE

Government

____GT4 Demonstrate ability to participate in decision-making (e.g., voting, making choices).

____GT5 State that the president is the leader of our country.

____GT6 Name the branches of government.

____GT7 Describe the branches of government at the city level.

____GT8 Describe the branches of government at the state level.

____GT9 Describe the branches of government at the national level.

____GT10 Describe current city, state and national problems.

____GT11 Identify the Constitution of the U.S. and describe its purpose.

____GT12 Identify the Bill of Rights and describe its purpose.

____GT13 Describe the parts of the Constitution of the U.S.

____GT14 Define terms: dictatorship, democracy, totalitarianism, anarchy, etc.

____GT15 Compare various forms of government.

____GT16 List Civil Rights groups (e.g., NAACP, NOW) and their purpose.

____GT17 Participate in a discussion about conflicts between nations.

____GT18 Participate in a discussion about current world problems.

HISTORY

_____H1 Demonstrate awareness of basic past and present time (e.g., yesterday, today, before, now).

_____H2 Demonstrate awareness of birthdays.

_____H3 Demonstrate awareness of holidays.

_____H4 Show past, present and future events on the calendar.

_____H5 Show past, present and future time on the calendar (e.g., next week, last month).

_____H6 Identify birthdays and holidays on the calendar.

_____H7 Distinguish between fictional and historical people.

_____H8 Name famous American people (include all racial groups and handicapped groups).

_____H9 Classify pictures as to past or present.

_____H10 Distinguish between fictional and historical facts.

_____H11 Participate in a discussion of history of own community.

_____H12 Participate in a discussion of the history of own state.

_____H13 Name and describe culture of the original inhabitants of the U.S. (Indians).

_____H14 Name explorers of the New World (U.S.A) and discuss their contributions.

_____H15 Describe early colonization of the New World.

_____H16 Tell reasons why people traveled to the New World.

_____H17 Describe the way of life in the early colonies.

HISTORY

_____H18 Describe the growth of a few colonies.

_____H19 Describe slavery in the colonies (e.g., Blacks, indentured servants).

_____H20 Compare lifestyles in the different colonies.

_____H21 Compare lifestyles of the colonists and the slaves.

_____H22 Describe the conflict between England and the colonies (e.g., Stamp Act, taxation).

_____H23 Describe the Revolutionary War and the emergence of an independent nation.

_____H24 Describe the formation of the new government (e.g., Constitution, Bill of Rights).

_____H25 List reasons for Westward Expansion (e.g., discovery of gold, cheap land, persecutions).

_____H26 Describe the lifestyle of the pioneers.

_____H27 Describe the impact of Westward Expansion on the Indians.

_____H28 Compare the lifestyles of the people of the North and of the South.

_____H29 Participate in a discussion of the onflicts leading to the Civil War (e.g., slavery).

_____H30 List the major events in the Civil War.

_____H31 Describe the roles of individuals in the Civil War (e.g., leaders, heroes of all racial groups).

_____H32 Describe the period of Reconstruction.

_____H33 List the reasons for industrialization.

_____H34 Describe the process of industrialization.

_____H35 Participate in a discussion of the impact of industrialization on the individual.

EVALUATION REPORT

PROGRAM OBJECTIVES FOR SOCIAL STUDIES
KENDALL DEMONSTRATION ELEMENTARY SCHOOL

Prepared by
Carol W. Gargantiel
Curriculum Evaluation Specialist

Pre-College Programs
Division of Educational Resources
Instructional Development and Evaluation Center

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Evaluation Report Summary

This Evaluation Report gives a short history of the development of the KDES Program Objectives for Social Studies, a short description of the contents of the document, and detailed information concerning its evaluations and subsequent revisions made as a result of these evaluations.

The program objectives were reviewed by three persons outside KDES. The three reviewers differed in what they perceived to be major strengths and weaknesses of the guide. Expansion of the guide in various ways as recommended by two of the reviewers was not seen as appropriate. However, additions were made in the Introduction and many of the objectives were clarified.

This report lists the specific recommendations of the reviewers and states the action taken on each. A recommendation for dissemination in its present form is made as well as recommendations for future evaluation activities.

History of the Program Objectives

Prior to 1974, the development of an Educational Plan was begun at KDES with the early focus being on language, English and mathematics. During 1974-75 this was continued, and work was begun in other content areas. Consultants from the University of Maryland assisted in 1975-76 in formalizing the Educational Plan and continuing its expansion into other curricular areas. The formulation of networks to chart a student's growth throughout his or her educational career at Kendall was a major contribution of the consultants.

During the summer of 1976, consultants worked with program supervisors and selected teachers to obtain the first draft of the objectives in the areas of language, reading, social studies, mathematics and science. Each of these documents was based heavily on objectives of published programs that were being used at Kendall at that time.

In the 1976-77 school year, teachers began using the guides and feedback was requested. Program objectives in functional development and in social-emotional development were added at this time. In the 1977-78 school year, feedback continued and the guides were printed and sent to the Media Development Project for the Hearing Impaired (MDPHI) in Lincoln, Nebraska for external review.

In the summer of 1978, selected KDES personnel and others from outside Kendall met and further revised the curriculum guides based on the MDPHI evaluation, KDES teacher reaction, and desired changes in direction. Among these changes were the deletion of much of the material that was based on specific programs and the changing of objectives to be less program-specific and broader in scope. About this time the Program Objectives for Speech and the one for Auditory Training were begun.

Objectives and their accompanying networks were used by the teachers during the 1979-80 school year. Between May and July of 1980, each document was sent to three external reviewers who had expertise in that subject area. In-house review was not possible because of its being so late in the school year and because of the extremely busy schedules of the teachers.

After the external review of each document, an evaluator met with some or all of the developers and changes were made based on comments by reviewers.

The process for the Program Objectives for Social Studies is the same as for the other guides:

- beginning development by program supervisors,
- continuing development by a committee of classroom teachers,
- reaction and modification by selected personnel from other schools in concert with the KDES committee,
- usage by teachers,
- critique conducted by MDPHI using external reviewers,
- modification by the KDES committee,
- usage by teachers,
- critique by external reviewers,
- revisions based on critiques, and
- publishing of the Program Objectives.

Description of the Program Objectives

The KDES Program Objectives for Social Studies begins with a short introduction that states the purpose of the document, the areas of social studies that are covered, the manner in which objectives are sequenced, and general directions for use of the guide. The major portion of the document consists of behaviorally stated objectives in the areas of geography, sociology/anthropology, economics, political science and history. All areas but one are broken down further into three to six subareas.

A sample of the Network is included in which each objective is represented by its number and subarea. Objectives are grouped by the cluster (pre-school, primary, elementary, or middle school) in which they are generally taught.

Reviewers

Three persons served as external reviewers of this version of the Program Objectives. Two are social studies teachers at the Model Secondary School for the Deaf and one is an elementary school teacher of the deaf in a self-contained classroom in the Montgomery County (Maryland) Public School System.

Results of the review were shared with two of the developers of the objectives and revisions were made that were deemed to be consistent with the KDES philosophy and the purposes of the Program Objectives.

Purposes of this Report

This report is intended to serve the following groups or persons:

1) the developers of the program objectives as they finalize this version,

2) members of Pre-College Programs as they make dissemination decisions,

3) users of the program objectives both at KDES and in other educational settings, and

4) persons responsible for the on-going development of the social studies program at KDES.

Evaluation Information Collected

The form used by the reviewers of the KDES Program Objectives for Social Studies is an adaptation of a form developed by the National Center for Research in Vocational Education and used by the Pre-College Editorial Board at Gallaudet. On this form, reviewers are first encouraged to make specific comments and changes directly on the Program Objectives. They are then asked to summarize their comments and rate the Program Objectives in the areas of scholarship, usefulness, equity, communicability, appeal and overall quality. They then highlight what they perceive to be the major strengths of the program objectives and give specific recommendations for improvement.

Evaluation Results

The reviewers differed in what they considered to be the major strengths of the program objectives. One reviewer listed 6 major strengths: the handy, attractive layout; the comprehensive scope; the good leveling of objectives (amazingly consistent); freedom from jargon; an especially unique addressing of curriculum needs of deaf children entering school which touches areas hearing children normally get at home; the "spiraling" (touching a concept in more and more sophisticated ways) which occurs frequently. Another reviewer stated that the list of objectives is excellent and that the recording tool (the network) is very good. The third reviewer stated that overall the document is good with many good ideas, that it is thorough, and that it is very clearly written.

However, two of the three reviewers believed major revisions were needed with one checking, in addition, that the document should then be reviewed again. The third reviewer made no recommendations for revision but stated a major concern regarding whether the program objectives are needed because there are many curriculum guides available which offer the same general areas of coverage although not always as specifically as the KDES one. The reviewer added that these other guides usually have other parts (including suggested materials for teaching concepts) that are not included in the KDES Program Objectives.

The rationale given by one reviewer for wanting major revisions was that the material in the document is only a part of what is typically considered to be a curriculum guide. The other reviewer stated that the objectives are not all written in terms of student behavior, that they are not always clear, and that the objectives should be more interrelated. It was also stated that the history segment is not complete enough.

Developers of the social studies guide at KDES stated it was impossible to include everything in this document that would normally be included in a course guide designed for a discrete one-semester or one-year course. They further stated that expansion of the document also was not desirable because the purposes of the two guides were quite different. They believed the document should give as much latitude as possible to teachers so that needs of individual students and changing situations or populations could be met without continual changes in the document. They emphasized that the document is designed for use over approximately 12 years of a child's life.

Reviewers were asked to comment on and then to rate five different aspects of the program objectives: scholarship, usefulness, equity, communicability, and appeal. Ratings were done on a five-point scale (1 = poor; 2 = fair; 3 = good; 4 = very good; 5 = excellent) and also included the option of indicating that any aspect was not applicable.

Actual ratings given are listed below and this is followed by the reviewers' comments regarding each area. It should be noted that the reviewer who believed the guide to be incomplete made reference to this in many comments and the one who believed some objectives to be unclear and not written in behavioral terms included this in comments in several areas.

The ratings were as follows:

Scholarship	5, 4, 4
Usefulness	5, 4, 3
Equity	5, 5, N/A
Communicability	4, 3, 2
Appeal	5, 3, 2
Overall Quality	4, 3, 2

Scholarship

The reviewers stated that overall this was very good, good or fine. One added that more needed to be added and another stated that the curriculum guide could be tightened and given more internal consistency. All stated that the content is accurate but one found some terminology to be unclear. The balance within the guide was believed to be o.k., fine and very good. Two reviewers stated the focus is generally good; one of these added that the exception to this is that history is not treated adequately. The third reviewer stated that the focus cannot be judged unless a complete course guide is available.

Two reviewers indicated that clear learning objectives are specified, that all relevant areas are included, and that the level of specificity is consistent. However, the third reviewer stated that objectives in history, government, and economics are written in very general terms, but that those for family, map skills, and career education are written in more specific terms.

Usefulness

All reviewers indicated that relevant information is presented in a useful manner with one reviewer adding that the format and networking are very useful for quick reference. One reviewer stated that the objectives and method of recording are excellent. Another reviewer believed the level of specificity facilitates application for the lower levels, but that the objectives become more vague in higher levels. Two reviewers indicated that the content is presented in a way that contributes to a durable solution to the users' problems. However, one added that social studies content was not really presented.

All reviewers believed the document to be flexible with one noting this seems to be true throughout, another stating that real effort to attain this appears to have been made, and the third indicating that there is total flexibility because this is not a real course guide.

The user-centeredness of the program objectives was rated by only two reviewers and they each appear to have interpreted user-centeredness differently. One indicated that the intended users are not defined and acknowledged. It is believed this reviewer is referring to the adult user (teacher, supervisor, etc.). The second reviewer commented on student users and especially liked the explicitness of the lower levels in such areas as family and roles. This reviewer added, "these are topics deaf children may not have picked up at home and need to be taught."

Equity

Equity was stated to be "o.k." by one reviewer. The others indicated that assigning roles arbitrarily by sex, race, age, etc., is avoided for the most part. One reviewer observed that the possessive adjective is sometimes dropped and that there would be "nicer diction" if it was always included.

Communicability

Here, reviewers had very different opinions in general and also for some specific subareas of communicability. One reviewer stated the communicability is good, one that the document is incomplete, and the third that verbs in the objectives are sometimes misleading.

Two reviewers found the readability to be good; the third stated it to be good only for the most part and marked terms in the text believed to need changing.

All reviewers commented on the logical flow of the objectives. One believed the interrelationships among objectives not to be evident; another stated that while "different strands of the curriculum relate to each other quite well, this interrelation could be strengthened by including items being studied concurrently in objectives where this is appropriate." The third reviewer believed map skills to be weak but in general other areas to be good.

One reviewer did not find a summary included and did not believe the purpose to be clearly spelled out. Another reviewer stated that in the "Instructions for Networking" some terms (concept identification and concept formation) are not clearly defined.

All reviewers indicated the consistency to be good with one stating that the exception to this was changes in the level of specificity of the objectives.

Appeal

All reviewers liked the layout of the guide and found the title to be appropriate.

Recommendations of Reviewers and Action Taken

One reviewer did not summarize or rank suggestions for improvement. The other two reviewers approached this differently and their comments are presented separately. Following each recommendation either the action taken by the developers or the rationale for not making the suggested change is stated.

Reviewer A listed recommendations by priority as follows:

Absolutely essential--imperative to do

- Add a philosophy of the curriculum: This is part of the general introduction to the book of guides and does not need to be restated.
- Show the interrelationships of the objectives: This is more breakdown than is desired; also, the listing by cluster in the network does this partially.
- Outline courses within these program objectives including interrelationships, content of each, scope of each course (timeframe, etc.), objectives that are emphasized: This document covers too many years for this. These will be developed in the future and may be published separately.

Essential--must do

- Indicate intended population: This is stated in the general introduction to the book.

Important--should do

- Inquiry/higher skills might be stressed in the objectives. It is believed that for most students this is inappropriate and most students will not reach this level.

Relevant--nice to do

- List a bibliography by course (books, video, etc.): "By course" is not appropriate. Textbook series currently in use has been added to the Introduction.

Reviewer B:

Objectives

1. The verb should be more descriptive of the child's action: Many verbs were changed to be more explicit. However, the developers wanted to give teachers latitude so that objectives could be tailored to individual students and changing situations.

2. Circumstances or conditions should be named wherever possible. This would make the objective clearer and more useful, e.g., specific "givens": "given pictures, pick out farms and cities"; "given a physical world map, identify examples of peninsulas, islands, etc." In some instances, these were added. However, again the developers wanted to retain some lack of specificity.

Correlation of Objectives

The different strands of the document relate to each other quite well. This interrelation could be strengthened by including items being studied concurrently in objectives where this is appropriate: Developers did not believe this to be necessary and expressed concern that it either would cause some objectives to be included twice or would be confusing to the reader.

History

1. The history segment on Levels III and IV is solely U. S. history: The developers did not believe world history should be added for these levels and stated that this was more appropriate for high school students.

2. Everyday aspects of life in the past and the chronological order of their development are very difficult for most deaf children. The KDES curriculum would do well to address this area: These can be made part of the activities done to meet the History objectives.

Further Recommendations

Revisions that were suggested by reviewers have been addressed and either implemented or a rationale given above as to why they were not done.

Also added to each book of program objectives is an Evaluation Form to be completed by persons outside KDES who read and/or make use of the documents.

Over time, the Program Objectives for Social Studies should be revised to meet better the needs of the teachers at KDES and to reflect on-going changes in Social Studies there. It is recommended that an evaluation form be developed to assess teacher reactions to the document and teacher needs in the area, but that this form not be a part of the book. Evaluation data regarding social studies should be gathered from within KDES at least once each year. Inclusion of the form would tend to make evaluation appear to be a one-time affair. Inclusion would also tend to set the format of the evaluation form more "in concrete" than it should be set. Evaluation forms should be changed to reflect the differing types of information that are needed as the social studies program develops over time.

It is also recommended that in the future, the document be revised in accordance with evaluation data from KDES, changes in the KDES Social Studies Program, and data received from users outside KDES.

INSTRUCTIONS FOR NETWORKING

PROGRAM OBJECTIVES FOR SOCIAL STUDIES

The recording of the child's achievements on the Program Network is done in the following manner:

EXPOSURE TO CONCEPT

This indicates that the child has been exposed to a given concept but is not required to make specific identifications, recall information, or be evaluated in this area.

CONCEPT ATTAINMENT

This indicates that the child is able to demonstrate acquisition of the concept. Concept attainment takes into consideration:

- Concept identification: child already knows the concept class but needs to identify which concept must be applied or named.

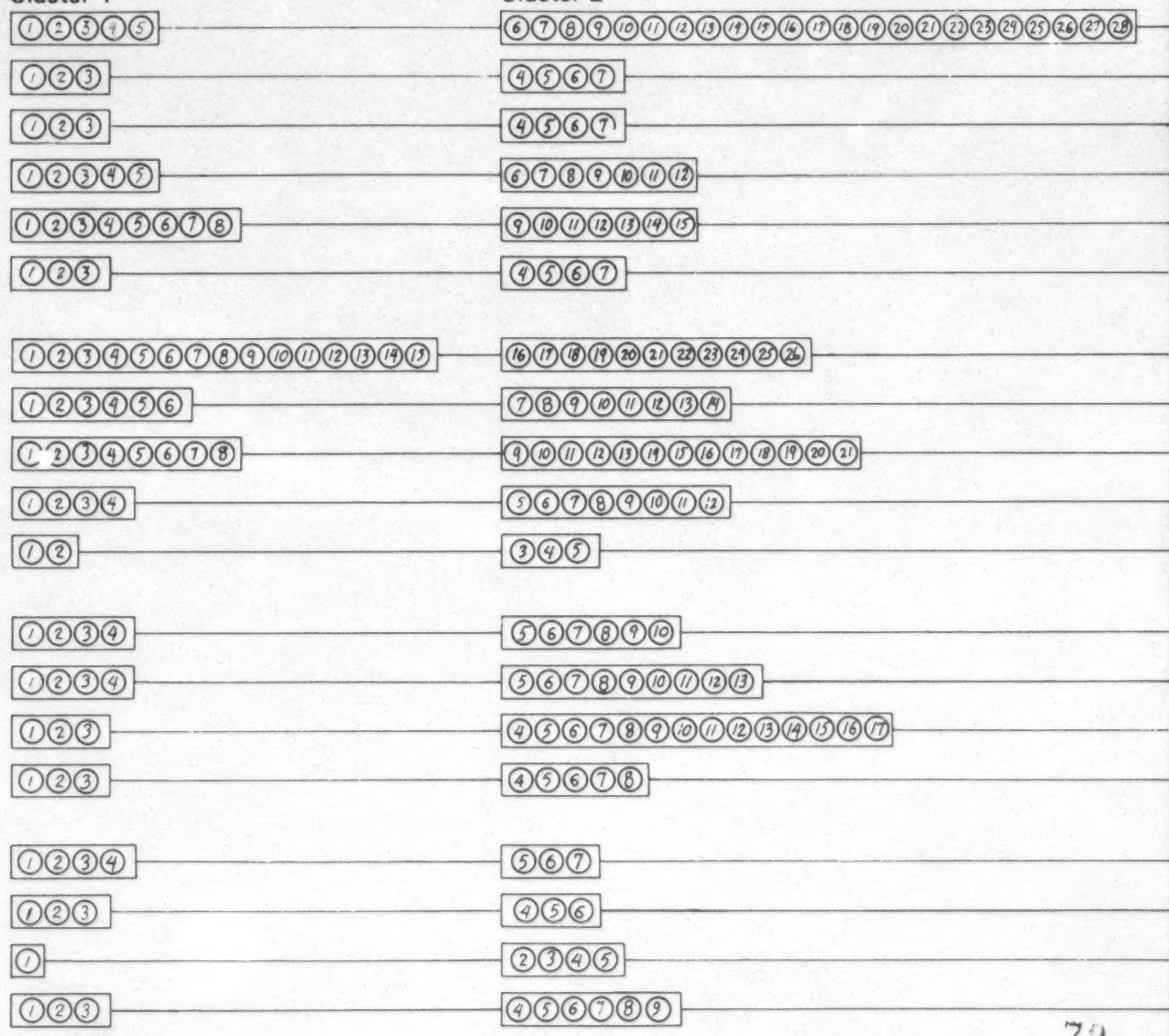
- Concept formation: child must learn the meaning of a concept not previously known.

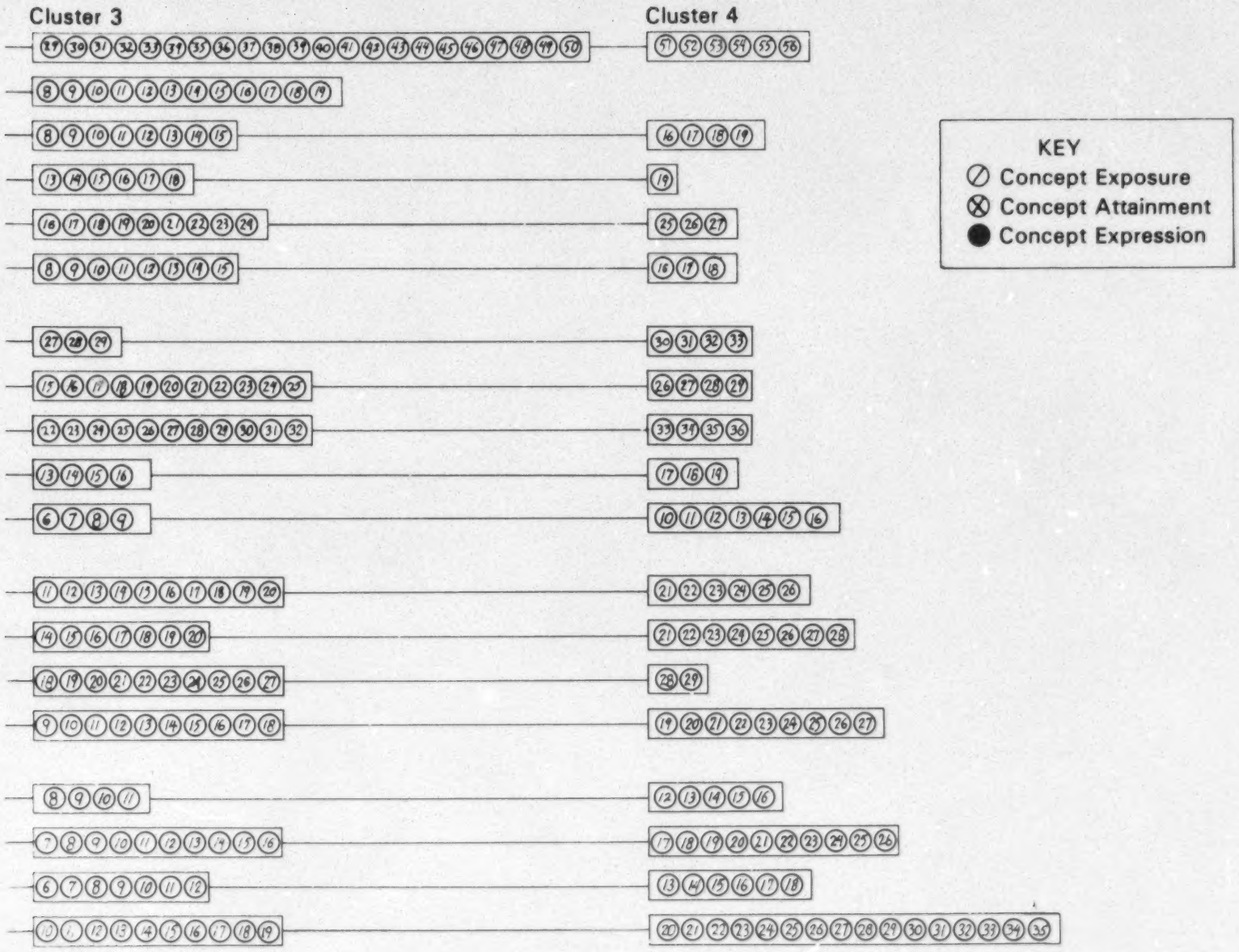
CONCEPT EXPRESSION

This indicates that the child is able to convey the concept in some linguistic form. This implies that the individual is able to assimilate, organize and categorize information and respond appropriately in some linguistic form.

Student's Name _____

SOCIAL STUDIES


Cluster 1
Cluster 2
GEOGRAPHY
Map Skills (MS)
1 2 3 4 5
6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
Geographical Regions (GR)
1 2 3
4 5 6 7
Natural Resources (NR)
1 2 3
4 5 6 7
Climate/Weather(CW)
1 2 3 4 5
6 7 8 9 10 11 12
Transportation (TR)
1 2 3 4 5 6 7 8
9 10 11 12 13 14 15
Ecology (EC)
1 2 3
4 5 6 7
SOCIOLOGY/ANTHROPOLOGY
Family (FA)
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
16 17 18 19 20 21 22 23 24 25 26
Communities (CO)
1 2 3 4 5 6
7 8 9 10 11 12 13 14
Social Development (SD)
1 2 3 4 5 6 7 8
9 10 11 12 13 14 15 16 17 18 19 20 21
Communication (CM)
1 2 3 4
5 6 7 8 9 10 11 12
Cultural Diversity (CD)
1 2
3 4 5
ECONOMICS
Career Education (CE)
1 2 3 4
5 6 7 8 9 10
Monetary System (MO)
1 2 3 4
5 6 7 8 9 10 11 12 13
Production (PR)
1 2 3
4 5 6 7 8 9 10 11 12 13 14 15 16 17
Demand & Supply (DS)
1 2 3
4 5 6 7 8
POLITICAL SCIENCE
Citizenship (CI)
1 2 3 4
5 6 7
Rules & Laws (RL)
1 2 3
4 5 6
Government (GT)
1
2 3 4 5
HISTORY (H)
1 2 3
4 5 6 7 8 9


Cluster 3
Cluster 4
KEY
Concept Exposure
Concept Attainment
Concept Expression

Evaluation Form
KDES Program Objectives for Social Studies
(To be completed by non-KDES personnel)

Name of Reviewer _____ Date _____

Position _____ Organization _____

Please answer each question carefully. Information received will be used in revising the Program Objectives for future use.

1. Did the Program Objectives cover all areas of the KDES Social Studies Program about which you desired information?

   _____ Yes _____ No

   If no, please specify other information desired. _____

   _____

   _____

2. Was the information presented at the right level of specificity?

	Not Enough Detail	Right Amount	Too Detailed
Scope	1	2	3
Philosophy and Principles	1	2	3
Structure	1	2	3
General Instructional Principles	1	2	3
Specific Instructional Procedures	1	2	3
Evaluation Procedures	1	2	3
Description of Evaluation Forms	1	2	3
Personnel and Their Roles	1	2	3
The Social Studies Curriculum Itself	1	2	3

   Comments: _____

   _____

   _____

3. Do you intend to use all or part of the KDES Social Studies Program in your educational setting?

   _____ Yes _____ No

   Please comment. _____

   _____

   _____

Please complete and return this form to: Director, Instructional Development & Evaluation Center, Gallaudet College, Washington, D.C. 20002